

HENDERSONVILLE ELEMENTARY

6089 Hendersonville Highway
Walterboro, South Carolina 29488

GRADES PK-5 Elementary School

ENROLLMENT 462 Students

PRINCIPAL Nancy Carter 843-844-2025

SUPERINTENDENT Charles W. Gale Jr. 843-549-5611

BOARD CHAIR V. Wayne Shider 843-549-5715

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	61	49	3

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Good	No

DEFINITIONS OF DISTRICT RATING TERMS

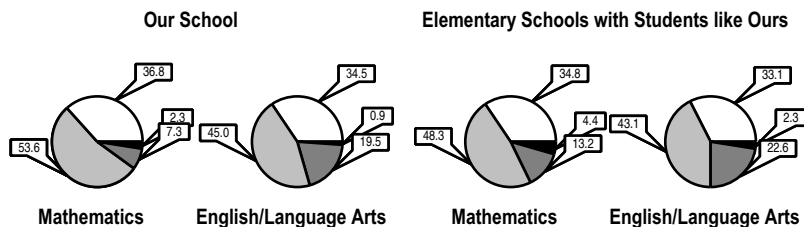
- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)



Definition of Critical Terms

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	245	99.2	33.6	45.1	19.5	1.8	29.2	Yes	Yes
Gender									
Male	129	99.2	41.5	41.5	15.3	1.7	23.7		
Female	116	99.1	25.0	49.1	24.1	1.9	35.2		
Racial/Ethnic Group									
White	47	100.0	11.6	55.8	30.2	2.3	46.5	Yes	Yes
African-American	196	99.0	39.2	42.5	16.6	1.7	24.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	197	99.0	32.6	44.8	21.5	1.1	33.7		
Disabled	48	100.0	37.8	46.7	11.1	4.4	11.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	245	99.2	33.6	45.1	19.5	1.8	29.2		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	99.2	33.6	45.1	19.5	1.8	29.2		
Socio-Economic Status									
Subsidized meals	221	99.6	36.8	44.1	17.2	2.0	25.5	Yes	Yes
Full-pay meals	24	95.8	4.5	54.5	40.9	0.0	63.6		

Mathematics - State Performance Objective = 15.5%									
All Students	245	99.6	35.7	53.7	7.0	3.5	20.7	Yes	Yes
Gender									
Male	129	100.0	36.1	54.6	6.7	2.5	19.3		
Female	116	99.1	35.2	52.8	7.4	4.6	22.2		
Racial/Ethnic Group									
White	47	100.0	23.3	55.8	11.6	9.3	44.2	Yes	Yes
African-American	196	99.5	38.5	53.8	5.5	2.2	14.8	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	197	99.5	33.0	56.0	8.2	2.7	23.1		
Disabled	48	100.0	46.7	44.4	2.2	6.7	11.1	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	245	99.6	35.7	53.7	7.0	3.5	20.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	245	99.6	35.7	53.7	7.0	3.5	20.7		
Socio-Economic Status									
Subsidized meals	221	100.0	38.0	53.7	5.9	2.4	17.6	Yes	Yes
Full-pay meals	24	95.8	13.6	54.5	18.2	13.6	50.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	72	98.6	39.1	43.5	14.5	2.9	17.4
	Grade 4	91	100.0	40.7	47.7	10.5	1.2	11.6
	Grade 5	78	100.0	56.8	33.8	9.5	N/A	9.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	98.9	27.4	39.3	31.0	2.4	33.3
	Grade 4	69	100.0	35.3	52.9	11.8	N/A	11.8
	Grade 5	88	98.9	39.3	50.0	9.5	1.2	10.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	72	100.0	41.4	47.1	11.4	N/A	11.4
	Grade 4	91	100.0	62.8	30.2	5.8	1.2	7.0
	Grade 5	78	100.0	55.4	37.8	5.4	1.4	6.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	88	100.0	30.6	61.2	8.2	N/A	8.2
	Grade 4	69	100.0	45.6	47.1	7.4	N/A	7.4
	Grade 5	88	98.9	33.3	53.6	7.1	6.0	13.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 462)				
First graders who attended full-day kindergarten	54.9%	N/C	100.0%	100.0%
Retention rate	5.9%	Up from 0.2%	3.5%	2.7%
Attendance rate	95.4%	Up from 95.3%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.9%		5.8%	3.5%
Eligible for gifted and talented	5.2%	Up from 4.8%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.5%	Up from 6.4%	8.0%	8.2%
Older than usual for grade	2.6%	Up from 1.0%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	33.3%	Down from 36.7%	48.4%	51.4%
Continuing contract teachers	75.8%	Down from 76.7%	80.0%	87.5%
Highly qualified teachers**	100.0%	N/A	92.9%	95.0%
Teachers with emergency or provisional certificates	3.7%		3.2%	0.0%
Teachers returning from previous year	N/A	N/A	82.9%	86.7%
Teacher attendance rate	92.7%	Up from 91.7%	94.7%	94.9%
Average teacher salary	\$36,037	Down 1.0%	\$39,417	\$40,760
Prof. development days/teacher	13.3 days	Down from 17.7 days	13.5 days	12.4 days

School				
Principal's years at school	0.0	Down from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.9 to 1	Down from 17.9 to 1	17.2 to 1	18.9 to 1
Prime instructional time	87.2%	Up from 86.1%	89.0%	90.0%
Dollars spent per pupil*	\$6,130	N/A	\$7,003	\$6,044
Percent of expenditures for teacher salaries*	59.5%	N/A	63.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.4%	Up from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Unsatisfactory	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	95.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Hendersonville Elementary School is located south of Walterboro South Carolina. The school serves a student body of approximately five hundred that is predominately African American. The Hendersonville Elementary School zone is rural and economically depressed with over 85% of the children qualifying for free or reduced lunch. Hendersonville Elementary School consists of grades Pre-kindergarten through grade five. The school opened in the fall of 2002 and is the newest school in the Colleton County School District.

Hendersonville Elementary School was created by combining the students and staff from three elementary schools (Jonesville, Ivenia Brown, Hampton Street) that were closed in an agreement with the United States Department of Justice to provide equity and end any vestiges of discrimination remaining from segregated schools of times past.

An analysis of student performance data demonstrated a need to focus on reading, math, and language deficiencies of the students. The teachers felt that there was a need to emphasize reading across the curriculum as well as focusing on the implementation of higher order thinking skills so that the children will be better prepared for the more rigorous academic standards required today.

There are several teachers on the Hendersonville Elementary School staff who are highly qualified in the area of integrating technology usage in the curriculum. Several teachers utilize computer-assisted instruction to supplement instruction in reading, writing, and mathematics. The district's Title I program assigned lap top computers to Hendersonville Elementary School to enable parents to check them out and use them at home to help their children achieve at higher levels.

Hendersonville Elementary School participated in a pilot study entitled "The Advancing Reading Achievement Project." The pilot project was designed to create a professional learning community that supports continuous learning for the teachers. Teachers met regularly to discuss research based instructional practices in study groups with an emphasis on the teaching of reading.

Patty Gwin, a teacher of severely handicapped students, was selected as the teacher of the year for Hendersonville Elementary School for the 2003-04 school year. Mrs. Gwin retired at the end of the school year after a distinguished career in Colleton County.

Vera Bodison, Interim Principal.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	80	50
Percent satisfied with learning environment	80.0%	92.3%	88.0%
Percent satisfied with social and physical environment	85.7%	92.5%	82.0%
Percent satisfied with home-school relations	40.0%	94.8%	72.9%

*Only students at the highest elementary school grade level at this school and their parents were included.